**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:2** | | | **Date(s)**: |
| **Unit Title: Unit 0ne – Understanding Place Value**  **H,T,O** | | | | **Corresponding Unit Task: *Building up to Task One***  Day 2 | | |
| **Essential Question(s):** How do I compose numbers up to 1,000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** Use base ten grids to count by 100’s  Miscellaneous boxes , shoe boxes etc.  Cut outs for 100 flats and number labels from 100-1,000  Sentence strips  Glue  (teacher should have premade baggies with 10 flats 10 number labels for the children to glue down so they won’t need to cut anything out) | | **Student:** | | | * **skip count** * **model** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2. NBT. 2 : Count within a 1,000; skip count by 5, 10, 100** | | | | | |
| **I Can Statement(s):I can skip count by 100 to 1,000** | | | | | |
| **Activating Strategy/Hook:** Help the Baker- count his cookies. Yesterday we did such a great job helping the baker that he’s asked for our help again today! This time he needs your help with cookies! He has big boxes. Inside each box are trays of cookies. Every tray holds 100 cookies, so we are going to use numbers higher than 100 to help the baker today! Put on your chef hats and let’s get to work. | | | | | |
| **Teacher Directed:** Teacher will show the class place value block magnets for hundreds, tens, and ones. Which one of these is a model for 100? .Point out the flat as the hundreds model. Show them that one flat would be counted as 100, 2 would be 200, 3 would be 300, so can you guess what 4 would be? 400! When we add another flat it is like adding 100. Demo how to count from 100-1, 000 with the magnets spread across the board. They practice the counting together with some motion for fun to get them moving…clap it from 100-1, 000, snap it, tap it, march it, etc. Teacher points out how using flats to skip count by 100’s can help us see groups of 100 as we count. | | | | | |
| **Guided Practice:** Work in groups of 3 or 4 again and give each group a “box of cookies“(ie any kind of box…cereal, tissue, shoe box, etc filled with10 flats to count. Tell them that the flats are trays of cookies and that each tray is 100 cookies….) Have them open their box and count the cookies by laying out the flats and saying, “100, 200, 300, 400, 500, 600,etc. to 1,000.” Then give them number cards 100-1,000 written on them and have them lay the matching number under each flat. You could also go the extra step of having them take number word labels to go under each one. Next , the teacher will put a sticky note on each box with a number on it. Tell them that they need to use their flats to fill the box back with the matching number of number of “cookies” hat the chef needs to send out for his orders. So if their number is “500” They would have to put 5 flats in the box. If their number was 800, they would have to put 8 flats in the box, etc. etc. They can trade their box with another group for checking on the counting to meet mathematical practice number 6 (attend to precision) | | | | | |
| **Independent Practice:** . IP can be to label pictures of flats from 100-1,000 on a sentence strip to make a portable number line to count by 100s. to 1,000. | | | | | |
| **Closing/Summarizing Strategy:** Sharing circle – Groups will come back and show their boxes of cookies and explain how they know that the cookies match the number on their box. Ex: One group may have the number 700 on the box, so they might say “We have 700 in our order so we put 7 trays in our box to count like this 100, 200, 300, ….700.” and the teacher could say to the class, “Signal if you agree with their skip counting.” Close by writing numbers 100-1,000 on an anchor chart in list form. Underline the 1, 2, 3, 4,5, and ask them what pattern counting by 100’s follows….if no one shares, underline the 6, 7, 8 and ask again. Point out that when we skip count numbers follow a predictable growing pattern. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| EXTENSION: IF it takes ten tens to make a hundred, how many hundreds does it take to make a 1,000? Stack them and show a 1,000 model. (kind of like a cube) How would you get to ten thousand? Etc. | | | * Using manipulatives * Having a partner to help you count | | | * objects * skip count * total * flat |
| **Assessment(s):**  Teacher observation of group work, student made numberline using flats of 100 to build up to 1,000. | | | | | | |
| **Teacher Reflection:** (Next steps)  Skip count by 10’s or 100’s from a given number….Ex: Start at 32 and skip count by tens 42, 52, 62, 72 or start at 257 and count by 100’s 357, 457, 557, 657, etc. | | | | | | |